

Positive Behavior Intervention and Supports (PBIS)

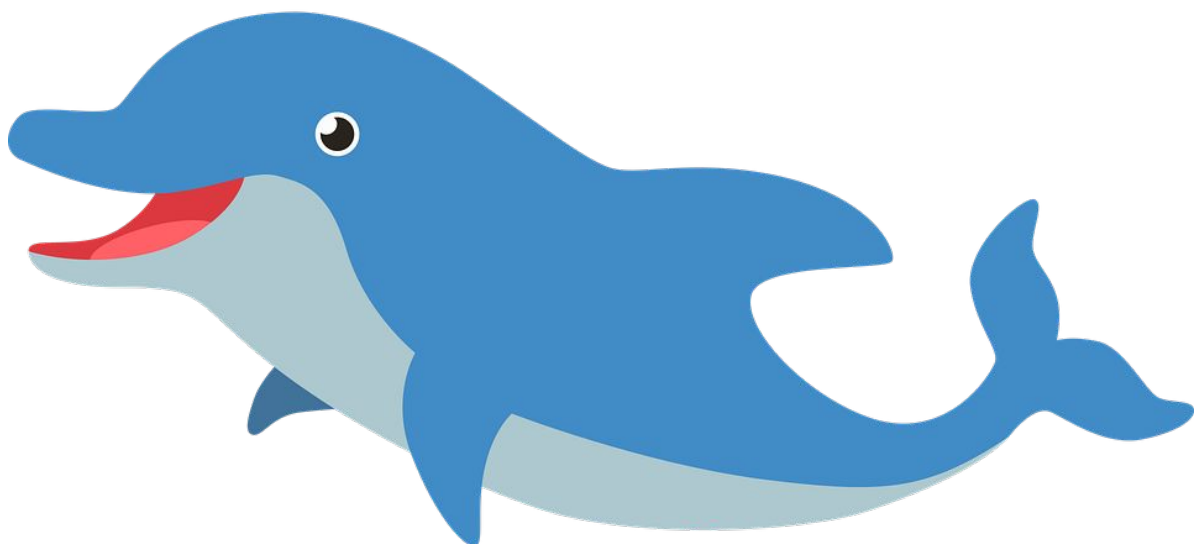
Parent Handbook



DUNN
ELEMENTARY SCHOOL

PBIS Team Mission Statement

Students and staff at Dunn Elementary will be welcomed, supported, and have their voices heard through clear, effective, communication, in order to build independent and valuable members in our community, who will be able to demonstrate problem solving skills and show empathy.



PBIS Recognition

To review how our school is applying our Positive Behavior Interventions and Supports or PBIS program, a team completes a process each year to see how we can improve our program.

Last school year, our team completed the review in April to see how we have been meeting the social, emotional and behavioral needs of our students.

Based on the review, a school can receive a different level of recognition. This school year, Dunn received a tentative score of.....**SILVER** for the 2022-2023 school year.

We received a score of 97% for the 2022-2023 school, which is 10% increase from the previous school year.

We are looking forward to increasing this score to 100% and adding more interventions to help our students succeed with their social, emotional and behavioral needs.



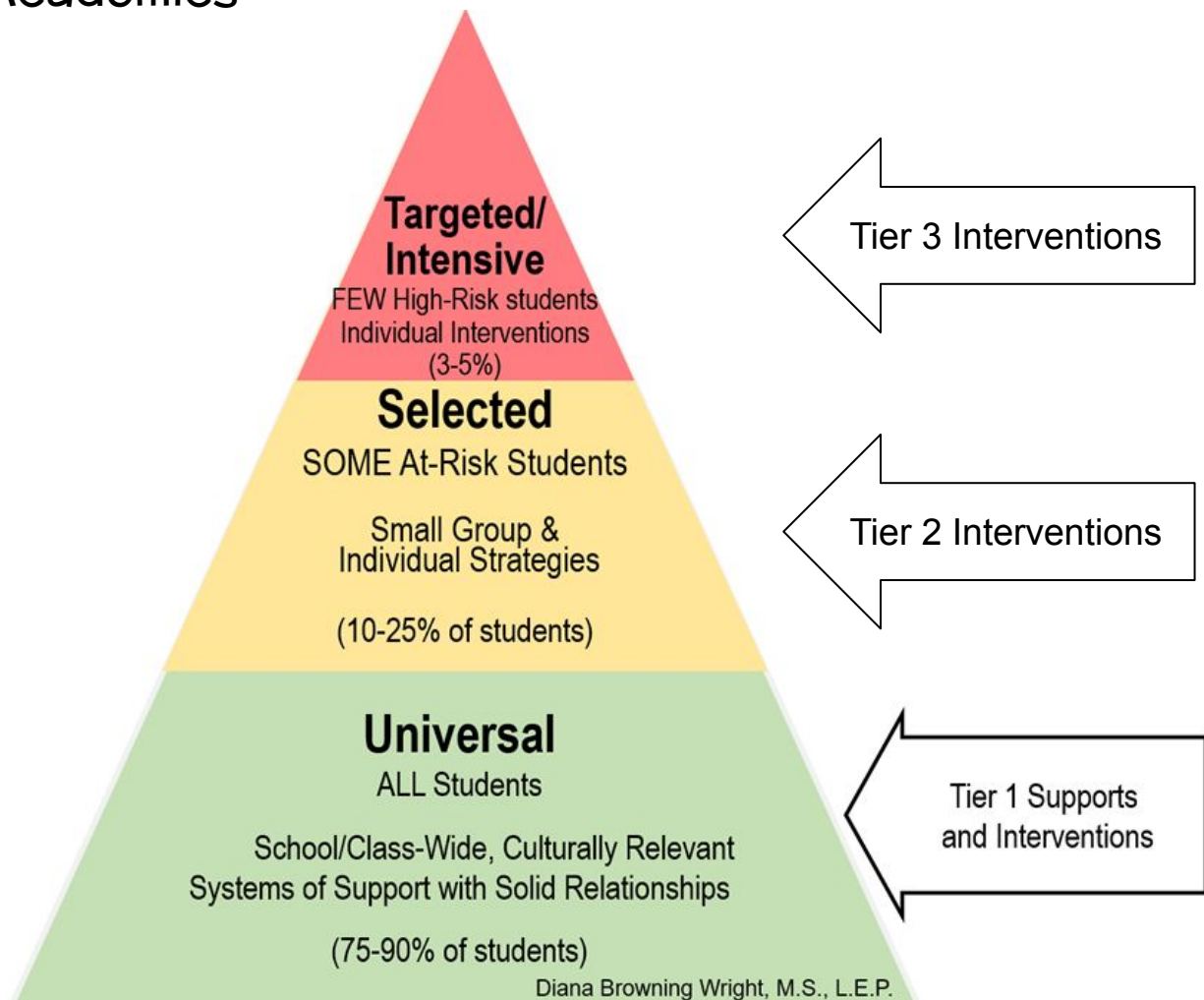
What is PBIS?

Positive Behavioral Intervention & Supports

- A preventive framework to support students in choosing positive behaviors

Three components:

- Behavior - exchanging negative behaviors for positive behaviors
- SEB (Social Emotional Behavior)
- Academics



PBIS Team Members

The PBIS team has a variety of staff members that bring different expertise to the meetings.

The team includes the following,

- System Coordinator
- Administrator
- Educator (general/department)
- Educator (Special Education)
- Non-Certified Staff
- Family Member
- Staff Member who has knowledge of a specific student group

The team members bring expertise in the following areas:

- applied behavior support
- mental health and trauma
- academic instruction
- data systems and information
- physical health and wellness
- operations of the school across grade level programs

School Matrices



DUNN ELEMENTARY SCHOOL



SCHOOL-WIDE EXPECTATION MATRIX

	Cafeteria	Hallways	Bathrooms	Playground	Front of School
Be Safe	<ul style="list-style-type: none"> *Keep food on your plate *Keep hands & feet to yourself *Walk at all times *Eat only your food *Line up quietly outside & inside 	<ul style="list-style-type: none"> *Always walk *Use Hall Passes at all times 	<ul style="list-style-type: none"> *Wash your hands *Walk outside the yellow arch *Remain on walkways *Keep feet on the floor 	<ul style="list-style-type: none"> *Walk on blacktop *Keep your hands & feet to yourself *Stay in-bounds *Play safe on the play structure *Wait your turn in front of the swings *Wait for swings to stop to get off *Count on UP swings for the swings 	<ul style="list-style-type: none"> *Wait sitting down on the benches or under the trees to be picked up *Stay away from the fences *Wait patiently *Leave only with authorized person
Be Responsible	<ul style="list-style-type: none"> *Use inside voices *Use Bathroom Pass *Pick up your tray & trash 	<ul style="list-style-type: none"> *Hold sports equipment when walking in halls *Return to class promptly *Playing is for the playground 	<ul style="list-style-type: none"> *Use toilet paper appropriately *Use restroom before school, at recess, lunch & after school *Do your business and return to class or playground *Use quiet voice 	<ul style="list-style-type: none"> *All play STOPS when the bell rings *Use ladders or slides to come down from structure *Use correct equipment for correct sport *Stay on the playground *Be ready in line *Food to be eaten in cafeteria or outside tables only 	<ul style="list-style-type: none"> *Retain your belongings at all times
Be Respectful	<ul style="list-style-type: none"> *Chew with mouth closed *Listen to Noon Duty Supervisors *Listen to Cafeteria Staff 	<ul style="list-style-type: none"> *Quiet voices *Keep body parts to yourself at all times 	<ul style="list-style-type: none"> *Value other's privacy *Conserve water & bathroom supplies *Knock on doors only when necessary 	<ul style="list-style-type: none"> *Use kind words *Share & take turns with equipment *Listen to all staff members 	<ul style="list-style-type: none"> *Listen to all school personnel


Each behavior expectation should not only be modeled, but consistently and explicitly taught for specific settings at the school. These expectations will be taught and reviewed consistently throughout the school year. When referring to an expectation or trying to redirect a negative behavior, teachers refer to the matrix in their classroom so that all students can visually see the expectations in all locations of the school, as well as creating a class matrix with their classmates and teacher..

Acknowledging Positive Behavior

With PBIS Tier 1, students will be acknowledged for exhibiting positive behavior expectations. This takes the focus away from the staff responding to negative behavior and instead turns the focus to responding to positive behavior.

When a student has shown a positive expectation of being respectful, responsible or safe, they deserve to be recognized. To be more specific, if a student has followed a positive expectation on the school matrix or on their classroom matrix, they will be acknowledged.

To acknowledge the student who showed a positive behavior expectation, use the Dolphin Acknowledgement System (Synergy) to give them a point or a blue Dolphin Dollar to be turned into a Synergy Point. The student can earn a point for being respectful, responsible or safe. When a student has earned more than 10 points, they can purchase a prize from the teacher or school store on Synergy. These prizes can be an art project, an ice cream party, a BMX bike show and so much more! Please encourage your child to earn these points to purchase fun activities!

Name	_____
Grade	_____
Date	_____
Staff Initials	_____
DUNN ELEMENTARY SCHOOL	
BE SAFE BE RESPECTFUL BE RESPONSIBLE	
	

Documenting Behaviors

When students do not follow the outlined schoolwide discipline plan, they will receive consequences based on the flowchart above.

Correcting Errors: In order to maximize student instructional time, we encourage staff to deal with classroom managed behavioral issues in the classroom as much as possible. Dunn Elementary has developed a expectation calendar, in which teaching expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for the classroom.

Minor Referrals: Staff will use the Minor Referral form and log any minor discipline issues that they can handle in the classroom. The staff will choose appropriate interventions to address the student's minor behavior. The student will have four opportunities to correct the negative behavior/s. If the student has not improved the behavior (within a 30-day period), the staff member will take the minor referral with all documentation and discipline logs, along with a major office referral and send the student to the office during non-instructional time. The office will evaluate the minor discipline log, along with the major office referral to determine which interventions are needed.

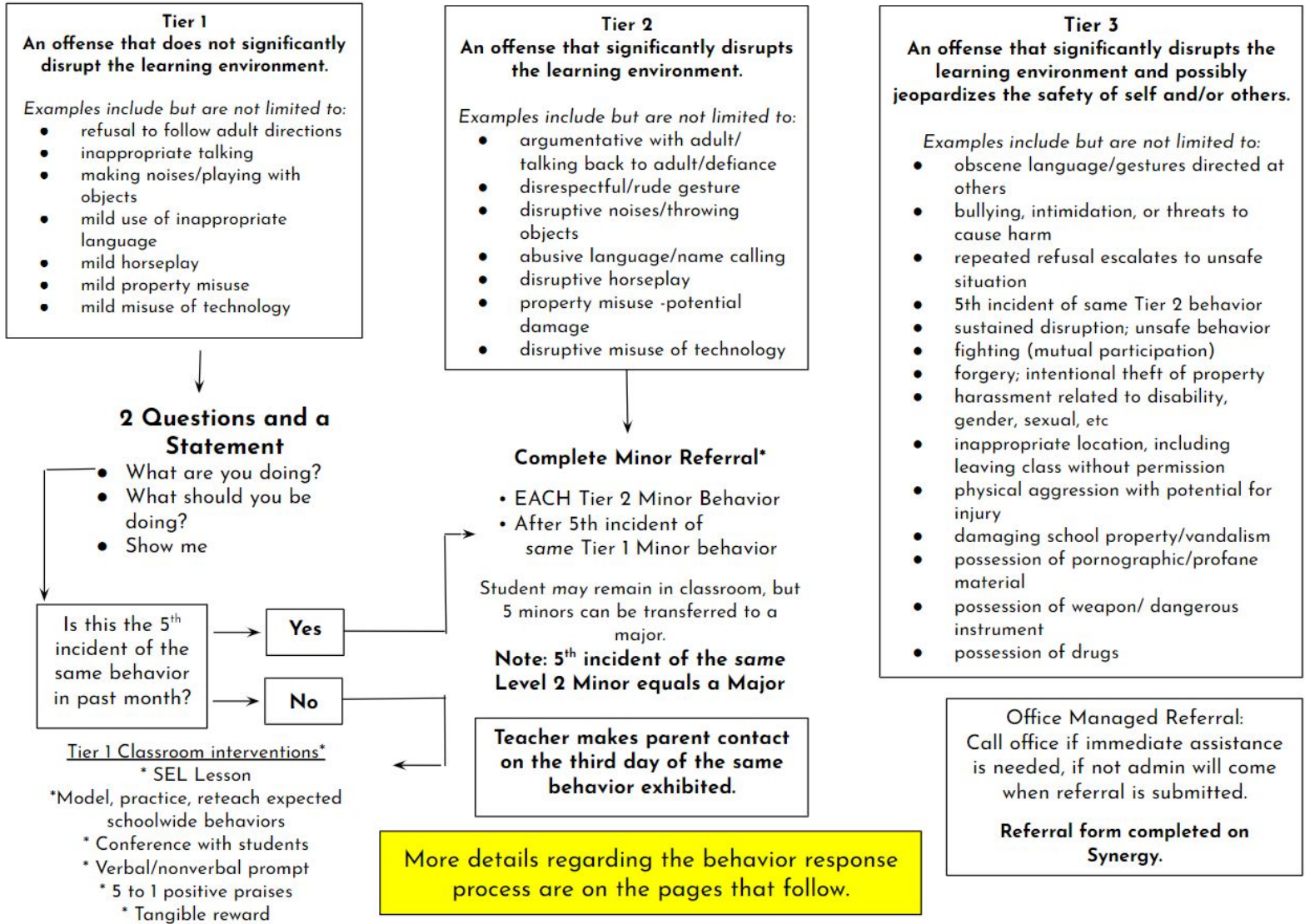
Major Referrals: Once the administration receives a major office referral, they will determine the extent of the interventions to use. Interventions will include but are not limited to student conference, time in office, parent contact, parent conference, etc. If behavior patterns continue, Tier 2 team will meet to discuss supports and/or interventions needed to provide additional student support. Parent contact will be made by an administrator.

Discipline Flowchart

Dunn Behavior PBIS Flowchart

Tier 1 & Tier 2 = classroom managed

Tier 3 = office managed



Minor Referral Form



Dunn Elementary

Minor Discipline Intervention Log

*This form will expire in 30 days from initial intervention date,
if there are no additional discipline behaviors or if the interventions have been effective.*

Student: _____

Staff Member: _____ Grade: _____

Date		This referral form may be submitted 5 school days after the initial intervention begins.	
Location <small>Draw line from location to problem</small>	Minor Discipline Behavior Issue	Times	Intervention Used
<input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Field/PE <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Library <input type="checkbox"/> Computer Lab <input type="checkbox"/> _____	<input type="checkbox"/> Defiance/Insubordination/ Non-compliance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical contact/ aggression <input type="checkbox"/> Property misuse <input type="checkbox"/> Technology violation		<input type="checkbox"/> 5:1 praises ○ ○ ○ ○ ○ <input type="checkbox"/> Behavior expectation: ○ reteach ○ practice <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Seat change <input type="checkbox"/> Reflection time out sheet <input type="checkbox"/> Structured student choice <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent contact: ___/___ ○ phone ○ written <input type="checkbox"/> Teacher detention: ○ during school ○ after school <input type="checkbox"/> Other
Date		<small>This date represents a new school day</small>	
Location <small>Draw line from location to problem</small>	Minor Discipline Behavior Issue	Times	Intervention Used
<input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Field/PE <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Library <input type="checkbox"/> Computer Lab <input type="checkbox"/> _____	<input type="checkbox"/> Defiance/Insubordination/ Non-compliance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical contact/ aggression <input type="checkbox"/> Property misuse <input type="checkbox"/> Technology violation		<input type="checkbox"/> 5:1 praises ○ ○ ○ ○ ○ <input type="checkbox"/> Behavior expectation: ○ reteach ○ practice <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Seat change <input type="checkbox"/> Reflection time out sheet <input type="checkbox"/> Structured student choice <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent contact: ___/___ ○ phone ○ written <input type="checkbox"/> Teacher detention: ○ during school ○ after school <input type="checkbox"/> Other
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CHRONIC BEHAVIOR

5th day with MD behaviors within 30 days of initial interventions = write MOR
send this MDL, the MOR, and the student to office during non-instructional time

Minor Behaviors

Dunn Elementary's Minor and Major Behavior Definitions

Minor Behavior Issue	Definition
Defiance/Non Compliance	Student engages in brief or non-interruptive behavior, but can be redirected. <i>Examples:</i> <ul style="list-style-type: none">- failure to follow directions- doing the opposite of what is asked
Disrespect	Student delivers socially rude or dismissive messages that can be redirected or ignored. <i>Examples:</i> <ul style="list-style-type: none">- teasing others- talks back to teacher or students
Disruption	Student engages in activities that are inappropriate and briefly disrupts others. <i>Examples:</i> <ul style="list-style-type: none">- tapping desk- clicking pen- slamming books
Inappropriate Language	Student engages in inappropriate language that is not directed at anyone in particular. <i>Examples:</i> <ul style="list-style-type: none">- profanity- racial innuendos
Physical Contact/Physical Aggression	Student engages in inappropriate physical contact. <i>Examples:</i> <ul style="list-style-type: none">- rough housing- corn dogging- flat tires- tripping
Property Misuse	Student engages in misuse of property. <i>Examples:</i> <ul style="list-style-type: none">- breaking pencil lead- placing gum on school property- writing on desk with non-permanent writing device- breaking erasers
Technology Violation	Student engages in inappropriate (as defined by school) use of any technology device. <i>Examples:</i> <ul style="list-style-type: none">- visiting non-approved websites- rearranging desktop

Major Referral Form



Dunn Elementary

Dunn Elementary School

Major Office Referral

RSP ___ SPCH ___ 504 ___

BE SAFE! BE RESPONSIBLE! BE RESPECTFUL!

Student _____ Referring Staff Member _____
 Time of Incident ___:___ a.m./p.m. Date of Incident _____

Location	Major Behavior Issue	Environmental Factors	Possible Function
(Check only one box)	<u>EC 48900 Offenses</u> (Check only one box)	(Check only one box)	(Check only one box)
<input type="checkbox"/> Classroom <input type="checkbox"/> RSP Speech <input type="checkbox"/> Band <input type="checkbox"/> Playground <input type="checkbox"/> Field/PE <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Library <input type="checkbox"/> Computer Lab <input type="checkbox"/> Office <input type="checkbox"/> Front of School <input type="checkbox"/> Way to/from school	<input type="checkbox"/> Fighting (a)(1,2) <input type="checkbox"/> Weapon (b, m) <input type="checkbox"/> Destruction of property (f) <input type="checkbox"/> Theft (e, g) <input type="checkbox"/> Inappropriate language/act (i) <input type="checkbox"/> Bullying (r) (1,2) <p style="text-align: center;"><u>Other</u></p> <input type="checkbox"/> Defiance/Insubordination/ Non-Compliance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Harassment <input type="checkbox"/> Inappropriate display of affection <input type="checkbox"/> Inappropriate location/out of bounds <input type="checkbox"/> Technology violation <p style="text-align: center;"><u>Chronic Minor Offenses</u> (check all that apply & attach MDL)</p> <input type="checkbox"/> Defiance/Insubordination/ Non-Compliance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical contact/aggression <input type="checkbox"/> Property misuse <input type="checkbox"/> Technology violation	<input type="checkbox"/> Adult request/directive <input type="checkbox"/> Oral Instructions <input type="checkbox"/> Individual seat work <input type="checkbox"/> Group work <input type="checkbox"/> External interruptions <input type="checkbox"/> Classroom transitions <input type="checkbox"/> Teasing from peers <input type="checkbox"/> Changes to routine <input type="checkbox"/> Substitute Teacher <input type="checkbox"/> Assembly <input type="checkbox"/> Recess <input type="checkbox"/> Other:	<input type="checkbox"/> Gain peer attention <input type="checkbox"/> Gain adult attention <input type="checkbox"/> Gain/obtain item <input type="checkbox"/> Gain/obtain activity <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid work <input type="checkbox"/> Avoid collaborative work <input type="checkbox"/> Avoid scheduled even <input type="checkbox"/> Other

Provide a specific description of this incident _____

Others involved in the incident: PEERS STAFF SUBSTITUTE None
 Last Parent/Guardian Contact: ___/___/___ Note Phone Remind Conference
 Referring Staff Signature _____ Date _____

Administrative Action Taken

PBIS Intervention applied: _____ Duration: _____
Duplication of teacher intervention will be avoided if possible After which, teacher and family will be updated

Refer to PBIS Behavior Committee: Yes No NOTES _____

Administrator's Signature _____ Date _____

Major Behaviors

Major Behavior Issue	Definition
Abusive Language/ Profanity	Student delivers inappropriate verbal messages towards a person. <i>Examples:</i> <ul style="list-style-type: none"> - racial slurs - profanity at a person - threats
Bullying	Student engages in behavior that is aggressive and frequent including actions, making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose which also includes electronic technology.
Insubordination	Student willfully challenges the power and authority of adults in a persistent manner that can not be easily redirected which include, but are not limited to: <i>Examples:</i> <ul style="list-style-type: none"> - following directions in class: refusing to sit down - the cafeteria: screaming - playground: refusing to comply to yard duty requests
Disrespect with intent	Student consistently delivers socially rude or dismissive messages to adults or students with intent.
Consistent Disruption	Student consistently engages in behavior causing an interruption <i>Examples:</i> <ul style="list-style-type: none"> - sustained loud talk - yelling or screaming - horseplay or roughhousing - sustained out-of-seat behavior.
Fighting	Student is involved in mutual participation in an incident involving physical violence <i>Examples:</i> <ul style="list-style-type: none"> - wrestling - use of fists or any objects - tripping with intent to harm another.
Theft	Students are involved by being in possession of, having passed on, or being responsible for removing someone else's property. Theft over a specific amount will result in the authorities being possibly contacted.
Harassment	The persistent delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Inappropriate Display of Affection	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/conduct, of a sexual nature to another student or adult.
Inappropriate Location/ Out of Bounds Area	Student is in an area that is outside of school boundaries (as defined by school).
Property Damage/ Vandalism	Student willfully participates in an activity that results in the destruction, damage, and/or defacing of school property or property located on the premises.
Technology Violation	Student engages in persistent and inappropriate (as defined by school) use of cell phones, music/video players, cameras, and/or computers.

Parent Request for Assistance

Dunn Elementary would like to make sure that all students and parents are provided with support if needed. We encourage you to fill the Parent Request for Assistance form and turn it in to the front office if there is ever a time when support is felt like it is needed for your child's behavior. The Tier 2 team will review the form, make contact with whomever requested the assistance, and will take one of the following steps:

- come up with strategies, interventions, and/or a support system for that particular situation
- provide resources that can assist with that particular situation
- refer student/parent to other resources that may better assist with situation if the school is unable to provide sufficient or adequate assistance

George H. Dunn Elementary		
Mario Carranza, Principal	Home of the Dolphins	Ignacio Avila, Asst. Principal
Request for Assistance Form		
Student Name: _____	Grade: _____	
Date: _____	IEP: (circle one) Yes No Not Sure	
Teacher: _____	Parent/Guardian: _____	
1. I am a: (circle one) Family Member Staff Member Student		
Relationship to Student: _____		
2. Type of Concern: (check all that apply)		
_____ Behavior		
_____ Social/ Emotional		
Please give information on the concerns you have for this child:		

Thank you for completing this referral. The PBIS Tier II team will contact you within 72 hours to update you.		
830 N. Lilac Avenue, Rioito, CA 92376		 Office (909) 820-7872 Fax (909) 421-3462

Tier 2 Interventions

Check-In/Check-Out (CICO)

My Daily Progress

Name: _____


Date: _____

Goal: _____

Be Respectful
Act Kindly
Follow Directions

Be Responsible
Work Hard
Keep Focused

Be Safe
Hands and Feet to Self
Stay in Seat




Target Behaviors	AM Check In	Writing	Reading	Math	Science/ Social Studies	Specials
Be Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Total Points (___ /36) Parent Signature: _____

Additional Comments:

Token Boards

I am working for

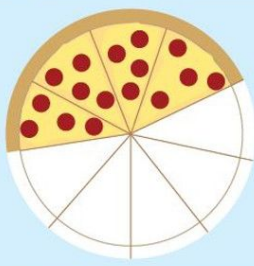


Able2Learn


's Token Board


Date: _____ Goal: _____


I am working for:





Great Work!



snack


computer


tablet


music


game



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I'm working for:

Check in-Check Out Program

- Check-in/Check-out (CICO) is a strategy used with some students to redirect negative behaviors.
- CICO is a way to give students positive attention and decrease negative attention seeking behaviors.
- The following are the individuals involved in the CICO process:
 - The Coordinator-the person who develops the forms, informs parents of the process, and obtains written parental consent
 - The Facilitator- the person who meets with the student to encourage positive behavior and review behavior progress (daily)
 - The Teacher- awards points based on observed behavior and provides direct encouragement/guidance
 - The Parent- discusses at home with the child how they are behaving at school when they review the CICO form daily
- The CICO facilitator checks in with the students in the morning. The students are briefly given encouragement for a positive and productive day.
- The student will take their form to their teacher. The teacher will review their behaviors in class, and give them positive praise for good behavior or suggestions for redirection. The teacher will award points throughout the day.
- Before the end of the day, the student will meet with the CICO facilitator to review behavior progress.
- The student will take the CICO form home to show parent. The parent should have an encouraging discussion with the student over if the goals were met or not. There is a Parent Checklist on the next page to help with this.
- The facilitator will monitor progress and if the student meets the goals (specified number of weeks of agreed percent goal), CICO will be faded. CICO forms will be discontinued and the CICO facilitator will continue to informally meet with the student to monitor continued progress.

Check in-Check Out Program

Parent Checklist

Here is a checklist that will assist you with your child as they go through the Check-in/Check-out program. When your child presents the Dunn CICO form to you at home, please refer to this list to assist you in creating an encouraging and positive experience for your child.

- ✓ Ask your child if the daily goal was met.
- ✓ If the goal was met, provide designated home acknowledgement.

Examples of positive feedback:

- o "Great job at meeting your goal!"
- o "I'm so proud of you for meeting/exceeding your goal!"
- o "You did amazing at meeting/exceeding your goal today!"
- o "I love how you've been meeting your goal this week."
- o "It's great how you were (expectation child is working on) today."

- ✓ If goal was not met, give corrective feedback and encouragement
Ask,

- o "What do you need to do differently tomorrow?"
- o "Is there anything I can do to help you with this?"
- o "I know you can meet your goal tomorrow."

- ✓ Use a positive tone throughout the interaction
- ✓ Keep interaction and instruction brief
- ✓ Sign the Dunn CICO form and remind student to return it to school

Dunn CICO Form
Check in - Check Out

Name: _____


Date: _____

Goal: _____

Be Respectful
Act Kindly
Follow Directions

Be Responsible
Work Hard
Keep Focused

Be Safe
Hands and Feet to Self
Stay in Seat



Target Behaviors	AM Check In	Mid Morning Check-in	Lunch Check in	End of Day Check in
Be Respectful	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible	2 1 0	2 1 0	2 1 0	2 1 0
Be Safe	2 1 0	2 1 0	2 1 0	2 1 0

Total Points: ____ / 24
Parent Signature: _____

Additional Comments: _____

Token Boards

- Token Boards are a strategy used with some students to redirect negative behaviors.
- Token Boards a way to give students positive attention and decrease negative attention seeking behaviors.
- The following are the individuals involved in the Token Board process:
 - The Coordinator-the person who develops the forms, informs parents of the process, and obtains written parental consent
 - The Teacher- award points or Tokens on the token board based on observed behavior the student and teacher have set as their behavior goal/s
 - Allows student to receive the reward when the token board is full
 - The Parent- discusses at home with the child how they are behaving at school daily
- The teacher and student create goal/s based on the desired behavior or expectations the student should be exhibiting in class, such as “Hands and feet to self” or “Completing an assignment”
- The teacher sets the desired amount of time or tokens the student needs to receive before they are granted a reward.
- The teacher and student discuss a variety of rewards that can be earned when the token board is completed, such as computer time or 5 minutes of drawing.
- The teacher talks with the student in the morning about the goals for the day that align with the token board. The teacher and student review what reward they student will receive when the token board is filled.
- The student will work towards the goal/s of earning tokens by exhibiting the desired behavior.
- When the token board is complete, the teacher will allow the student to complete or receive their reward.
- The token board will be cleared and the process will start again.
- At the end of the day, the teacher and student will discuss how the student behaved that day
- At home, the parent should have an encouraging discussion with the student over if the goals were met or not.
- The Coordinator and Tier 2 Team will monitor progress and if the student meets the goals (specified number of weeks of agreed percent goal), the Token Board will be faded and eventually discontinued. The teacher will continue to informally meet with the student to monitor continued progress.

District Provided Services

In addition to the services by the staff at Dunn Elementary, the district offers additional services to students who need support. Below are the available services.

Therapeutic Behavioral Services (TBS):

- Social Emotional Learning Groups (Skill Building)
- One-on-one Individualized skills support (not therapy)
- Classroom presentations:
- Collaborative partnerships

Additional Resources & Services can be found on the district website:

<https://kec.rialto.k12.ca.us/Page/4538>

Mental Health Information:



Signs your mental health needs attention

- Feelings of hopelessness and worthlessness
- Difficulty communicating or maintaining relationships
- Eating too much or too little
- Less attention to personal hygiene or appearance
- Low energy levels
- No interest in activities usually enjoyed
- Self-harm — for example, cutting or burning
- Obsessing over outward appearance
- Purging after overeating
- Feeling guilt over food consumption
- Expressing bizarre ideas or paranoid thoughts
- Experiencing hallucinations, such as hearing voices
- Increased irritability, anger, or hostility
- Trouble staying focused and experiencing racing thoughts
- Overly interested or involved in risky activities
- Substance use
- Slowed thinking, speaking, or body movements
- Poor school performance or frequent absences from school
- Talking fast about a lot of different things
- Inability to sit still
- Thinking about death or having thoughts of suicide
- Extreme self-consciousness or sensitivity to criticism
- Recurring fears and worries about routine parts of everyday life
- Chronic complaints about stomach aches or headaches
- An inflated sense of ability, knowledge, and power

What helps your mental health

- Meditation:**
Quiet your mind and thoughts in a calm environment.
- Mindfulness:**
Bring your attention to your surroundings.
- Physical Activity:**
Include your favorite physical activity in your daily routine to improve your sense of wellbeing.
- Breathing Exercises:**
Calm your mind with breath. Try 4-7-8 breathing. Breathe in 4 seconds, hold your breath for 7 seconds, and exhale for 8 seconds.
- Grounding Skills:**
Find five things you can see, four things you can touch, three things you can hear, two things you can smell, and one thing you can taste.
- Journaling:**
Write down all your thoughts and experiences to help process and make sense of them.
- Self-Compassion:**
Self-compassion is the ability to treat yourself with kindness and understanding, like you would treat a dear friend.
- Connect With Others**
Spend time with friends and loved ones or seek therapy. Care Solace is a free resource that can help you find a therapist in your local community.



What doesn't help your mental health

- Avoidance and procrastination
- Substance abuse, self medicating with substances, or other unhealthy habits
- Violence and abuse
- Hurting yourself or others
- Disconnecting from your thoughts and emotions
- Thinking about the worst-case scenario
- Isolating yourself from your support system
- Not talking about it with a trusted adult

National Crisis Helplines

Suicide & Crisis Lifeline.....988
National Helpline.....Text 'HELP' to 800-622-4357
Crisis Text Line.....Text 'HELP' or 'HELLO' to 741741
Trevor Project Text Line.....Text 'START' to 678-678

Community Resource

Community Crisis Response Team.....909-421-9233
Crisis Stabilization Center: Merrill.....951-643-2340
Crisis Stabilization Center: Windsor.....909-361-6470
San Bernardino County Access Unit.....888-743-1478

District Resources

Care Solace.....888-515-0595
*Care Solace is a free resource that can help you find mental health support.
Young Visionaries/S.M.A.A.R.T.....909-723-1693
South Coast Community Services.....877-527-7227
*For additional resources contact your school site